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ABSTRACT

The annotated bibliography presents approximately 75 citations (1971-1976) on teaching methods and curricula for the mentally retarded. It is explained that the information was gathered from volume eight of Exceptional Child Education Resources. Arranged by accession number, entries usually contain information on author, title, source, date, pagination, availability (including ERIC-Educational Resources Information Center-document number when appropriate), and a brief abstract. (CL)

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Mentally Retarded—
Teaching Methods and Curriculum

1977 Topical Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Education Resources
Topical Bibliography Series, No. 712

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EC 102 862

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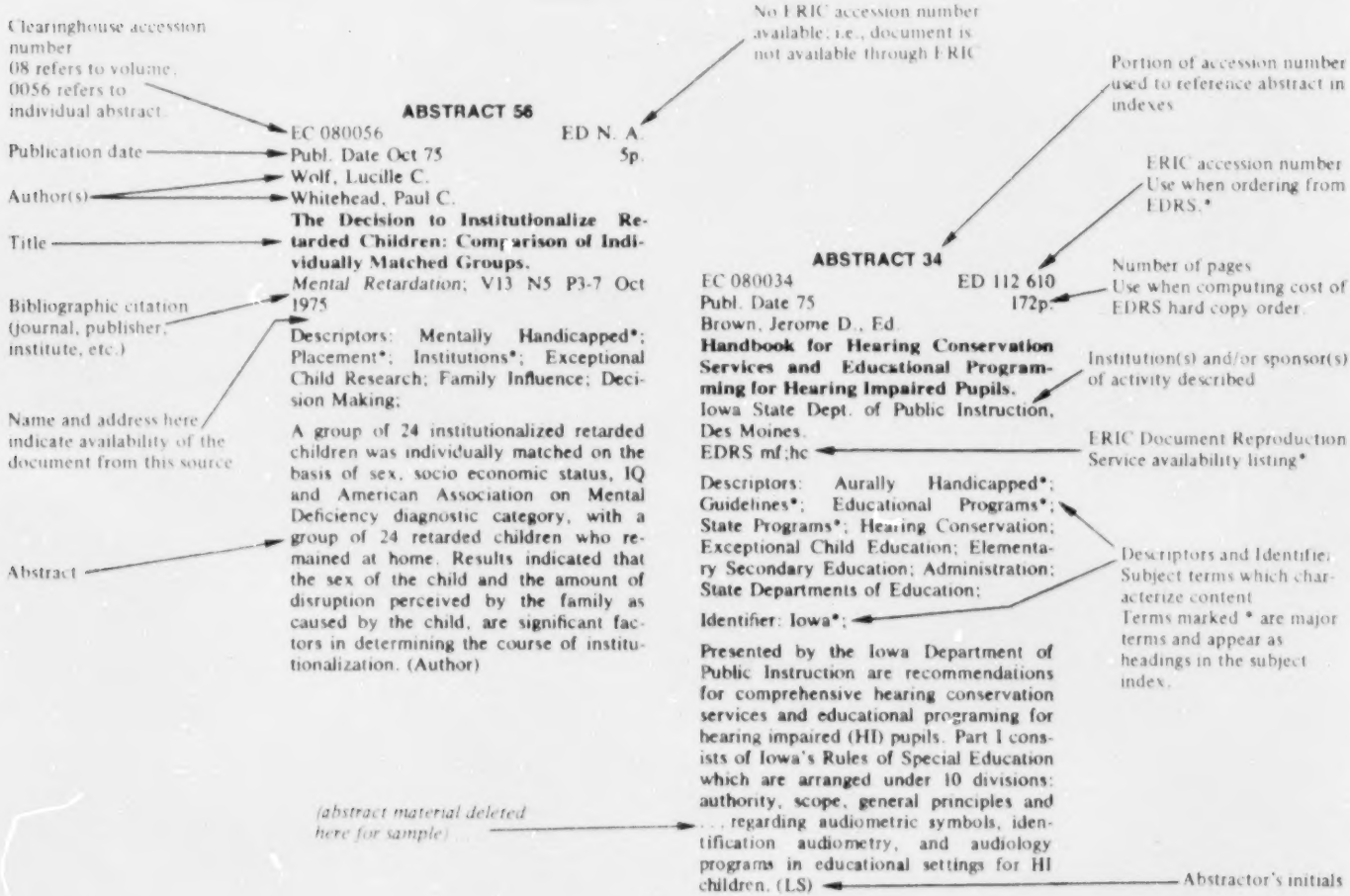
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ABSTRACT 56
EC 080056
ED N. A.
Publication date
Publ. Date Oct 75
5p.
ERIC accession number
Use when ordering from EDRS.*
Author(s)
Wolf, Lucille C.
Whitehead, Paul C.
Title
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Bibliographic citation (journal, publisher, institute, etc.)
Mental Retardation; V13 N5 P3-7 Oct 1975
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Name and address here indicate availability of the document from this source
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
Abstract
ABSTRACT 34
EC 080034
ED 112 610
Number of pages
Use when computing cost of EDRS hard copy order.
Publ. Date 75
172p.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Institution(s) and/or sponsor(s) of activity described
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf;hc
ERIC Document Reproduction Service availability listing*
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Descriptors and Identifier: Subject terms which characterize content
Terms marked * are major terms and appear as headings in the subject index.
Identifier: Iowa*;
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and . . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
(abstract material deleted here for sample)
Abstractor's initials

CEC Information Services Journal Collection

The CEC Information Services regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Resources (ECER)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current April 1977) is *representative* of journals currently received.

AAESPH Review, American Association for the Severely Profoundly Handicapped, P.O. Box 15287, Seattle WA 98115

*__Academic Therapy__, 1539 Fourth Street, San Rafael, California 94901

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*__American Annals of the Deaf__, 5034 Wiscon-
**sin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Journal of Community Psychology, Plenum Publishing Co., 227 W. 17th St., New York NY 10011

**__American Journal of Diseases of Children__, 535 North Dearborn Street, Chicago, Illinois 60610

*__American Journal of Mental Deficiency__, 49
**Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**__American Journal of Occupational Therapy__, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*__American Journal of Orthopsychiatry__, 1790
**Broadway, New York, New York 10019

Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610

Arithmetic Teacher, 1906 Association Dr. Reston VA 22091

Art Psychotherapy, Pergamon Press, Maxwell House, Fairview Park, Elmsford, NY 10523

ASHA, American Speech and Hearing Association Journal, 9030 Old Georgetown Road, Washington DC 20014

Assignment Children, UNICEF, 7 Rue Eugene Delacroux, 75016, Paris, France

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Audiology & Hearing Education, 15300 Venture Boulevard, Suite 301, Sherman Oaks CA 91403

Australian Citizen Limited, Box 91, Brighton 5048, South Australia

*__Australian Journal of Mental Retardation__,
**P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**__Behavior Therapy__, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, King's Heath, Birmingham B30 3QB, England

British Journal of Physical Education, 10 Nottingham Place, London W1M 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*__Bureau Memorandum__, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**__Child Psychiatry & Human Development__, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

Early Years, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

Early Years Parent, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820

*__Education and Training of the Mentally
**Retarded__, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*__Education of the Visually Handicapped__, 919 Walnut St., Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

Exceptional Child (formerly **Slow Learning Child**), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

*__Exceptional Children__, 1920 Association
**Drive, Reston, Virginia 22091

*__Exceptional Parent__, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*__Gifted Child Quarterly__, 8080 Springvalley
Drive, Cincinnati, Ohio 45236

Harvard Educational Review, Longfellow Hall, 13 Appian Way, Cambridge MA 02138

Health Education (formerly **School Health Review**), American Alliance for Health, Physical Education, and Recreation, 1201 16th St., NW, Washington DC 20036

Hearing, 105 Gower Street, London WC1E 6AH, England

*__Hearing & Speech Action__, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

* Journals monitored for CIJE

** Copyrighted journals for which ECER has been granted permission to use author abstracts.

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, University of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophrenia, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 101 E. Ontario St., Chicago IL 60611

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, Pembridge Hall, 17 Pembridge Sq., London W2 4EP, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Journal of Visual Impairment and Blindness (formerly **New Outlook for the Blind**), American Foundation for the Blind, 15 W. 16 St., New York NY 10011

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London W1N 6AA, England

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parent Communication, 2190 N. Woodward Ave., Bloomfield Hills MI 48013

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EF, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

Pediatric Clinics of North America, W.B. Saunders Co., W. Washington Sq., Philadelphia PA 19105

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

Perceptual and Motor Skills, Box 1441, Missoula MT 59801

Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 20005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Rehabilitation World, RIUSA, 20 W. 40th St., New York NY 10018

Remedial Education, 5 Nethertee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington DC 20036

Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

Science and Children, National Science Teachers Association, 1201 16th St., NW, Washington DC 20036

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Minewood St., Silver Spring, Maryland 20901

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Dave Muir, Subscriptions, 12 Doucett Pl., Scarborough, Ontario M1G 3W2, Canada

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L15 6TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 2906

EC 08 2906 ED 122 528
Publ. Date Apr 76 10p.
Kempton, Winifred.
Sex Education Resources for the Mentally Retarded.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Mentally Handicapped;* Elementary Secondary Education; Sex Education;* Sexuality;* Sex Differences; Slides;* Instructional Aids; Audiovisual Aids;

Described is a slide show for teaching and counseling mentally handicapped persons about their sexuality. Advantages of the slide approach are seen to include lack of expense and ease of adaptation for differing levels of students. The approach is said to focus on factual and emotional aspects as well as responsibilities involved in sexuality. Described are sample topics, such as parts of the body, male and female puberty, social behavior, birth control, venereal disease, and marriage. (CL)

ABSTRACT 2901

EC 08 2901 ED 122 523
Publ. Date Apr 76 14p.
Leon, Loretta Tong.
Adaptive Behavior Checklist (ABCL): A Foundation for Building an Individualized Curriculum.
EDRS mf;hc
Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Mentally Handicapped;* Check Lists;* Behavior; Rating Scales;* Adjustment (To Environment);* Curriculum Development; Nonprofessional Personnel;*

Identifiers: Adaptive Behavior Checklist;*

Discussed is the use of the Adaptive Behavior Checklist (ABCL) in assessing the functioning level of retarded persons and helping to develop individualized curricula. Advantages of the ABCL are seen to include ease of administration and modification as the child progresses, and the ability of close contact personnel to give and interpret assessment findings. Examples are provided of a hypothetical 6-year-old physically handicapped child's performance on ABCL primary skill items, and suggestions are made for devising remediation activities. It is noted that the ABCL may be used in conjunction with existing developmental curricula, such as the Behavioral Characteristics Progression. (CL)

ABSTRACT 2849

EC 08 2849 ED 122 471
Publ. Date 76 23p.
Thurlow, Martha L.
Turnure, James E.
Children's Knowledge of Time and Money: Effective Instruction for the Mentally Retarded.
EDRS mf;hc
Paper presented at the American Educational Research Association meeting (San Francisco, Session 11.10)

Descriptors: Exceptional Child Research; Mentally Handicapped; Educable Mentally Handicapped;* Trainable Mentally Handicapped;* Elementary Secondary Education; Number Concepts; Money Management;* Time;* Daily Living Skills; Program Effectiveness; Teaching Methods;

Instructional units on time and money were presented to 249 educable and trainable level mentally retarded children. Pretesting showed that Ss had a poorer understanding of time and money concepts than 229 nonretarded controls of the same MA. Significant performance increases from pretest to posttest resulted in the retardates' posttest scores being above control Ss', and in some cases, approaching the level of their CA peers. (Author/CL)

ABSTRACT 2847

EC 08 2847 ED 122 469
Publ. Date 76 14p.
Ford, Barbara Gay.
Renzulli, Joseph S.
Effects and Implications of Creativity Training with Mentally Retarded Youngsters.
EDRS mf;hc
Paper presented at the American Educational Research Association meeting (San Francisco, Session 7.03)

Descriptors: Exceptional Child Research; Mentally Handicapped; Educable Mentally Handicapped;* Elementary Secondary Education; Creative Development;* Creative Ability; Program Effectiveness;* Teaching Methods; Instructional Materials;

The effects of a creativity training program on 18 classes of middle grade and high school level educable mentally retarded (EMR) students were investigated. Ss received instruction with a systematic set of creativity training materials for a 12-week period while 12 control group classes continued regular classwork. Criterion groups were compared on creativity test performance, attitude toward school, and exhibited creativity characteristics. MANOVA and discriminant analysis yielded significant differences favoring the experimental group on all predictor variables, supporting the contention that EMR children may possess untapped creative ability that may be improved through systematic training. (Author/CL)

ABSTRACT 2836

EC 08 2836 ED N. A.
Publ. Date 76 174p.
Dickinson, Pamela I.
Music with ESN Children: A Guide for the Classroom Teacher.
Humanities Press, Inc., Atlantic Highlands, NJ 07716 ($9.25)

Descriptors: Exceptional Child Education; Mentally Handicapped; Educable Mentally Handicapped;* Elementary Education; Aptitude Tests;* Teaching Guides; Music Education;* Program Descriptions;* Demonstration Projects;

Identifiers: Musical Ability Test;*

Intended for the special class teacher of educationally subnormal (educable mentally handicapped), the teaching guide provides a report of a project in two British special schools which resulted in the development of a musical ability test and an associated music program. Research and current approaches to music are reviewed showing the value of music in the educational program of the retarded. Discussed are the teacher's role (specialist vs. nonspecialist) and the need for curriculum development. Characteristics of the two schools, the teachers, and the students are described. The music curriculum is discussed in terms of key concepts and the following program components: basic sequences (rhythm and melody), notation (rhythmic and pitch), songs and accompaniments, extended works, and integrative topics (such as instrument making). The Musical Ability Test is explained to have resulted from a modification of the Bentley Measures of Musical Abilities and to have proven to be valid, reliable, and suitable for this population. Program evaluation is reported to show the practicality of the program for the nonspecialist teacher. Discussed are problems with the program (such as the need for a consistent system of musical letter naming) and general teaching principles (such as the flexibility of the teacher) and the teacher's attitude toward music teaching. Appended are a guide to the activities and instructions for the test. (DB)

ABSTRACT 2835

EC 08 2835 ED N. A.
Publ. Date 76 98p.
Sussman, Ellen J.
Art Projects for the Mentally Retarded Child.
Charles C Thomas, 301 E. Lawrence Ave., Springfield, IL 62717 ($7.50 Hc; $4.95 Pb)

Descriptors: Exceptional Child Education; Mentally Handicapped;* Elementary Education; Art Education; Art Activities;* Lesson Plans;* Teaching Guides;

Presented in the teaching guide are lesson plans for teaching art to mentally handicapped children at the elementary grade level. Art activities are seen to provide pleasure, release tensions, and promote the child's confidence by his ability to create beautiful things. Provided for each lesson plan are an illustration, a list of materials, suggested time allowance, step by step procedure, and variations for different ability levels. Sections focus on the use of crayons and cray-pas, paints, collage, mixed media, and three dimensional projects. Sample activities include the making of such things as piggy banks, masks, kinetic wire sculptures, and paper bag puppets. (DB)

ABSTRACT 2787

EC 08 2787 ED N. A.
Publ. Date Jun 75 10p.
Duker, Pieter C.
Behaviour Therapy for Self-Injurious Behaviour: Two Case Studies.
Research Exchange and Practice in Mental Retardation (REAP); V1 N4 P223-232 Jun 75

Descriptors: Exceptional Child Research; Mentally Handicapped; Custodial Mentally Handicapped;* Case Studies; Behavior Change;* Operant Conditioning;* Behavior Problems; Self Mutilation;*

The usefulness of behavior therapy for eliminating self injurious behavior was examined with two severely retarded Ss, a 10-year-old boy and an 18-year-old girl. Treatments were carried out in the S's natural institutional environment by regular staff members. Results with both Ss indicated that simple behavioral techniques were successful in eliminating the dangerous behavior (scratching and headbanging). (IM)

ABSTRACT 2779

EC 08 2779 ED N. A.
Publ. Date Aug 76 6p.
Marburg, Carol C.
And Others.
Influence of Multiple Models on the Behavior of Institutionalized Retarded Children: Increased Generalization to Other Models and Other Behaviors.
Journal of Consulting and Clinical Psychology; V44 N4 P514-519 Aug 76

Descriptors: Exceptional Child Research; Mentally Handicapped; Trainable Mentally Handicapped;* Institutionalized (Persons); Generalization;* Behavior Change; Reinforcement; Observational Learning;

After being pretested to determine base levels of imitation, 32 institutionalized retarded children (9-14 years old) with an IQ range of 20-45 were reinforced for imitating a model in nine training sessions. Children in a single model condition were reinforced by the same model across all sessions, whereas children in a multiple model condition were reinforced by three different models (three sessions per model). A posttest to assess levels of imitation was then conducted by an experimenter (model) with whom the children had not had contact and who demonstrated a new set of behaviors. Results obtained during training sessions indicated that (a) children learned to imitate, and this learning was not inhibited by multiple models; and (b) children generalized and imitated nonreinforced behaviors, and this response generalization was facilitated by multiple models. Pretest-posttest comparisons indicated that generalized use of the new response class (imitation) with new models was eight times greater ($p<.0002$) for children trained with multiple as opposed to single models. (Author)

ABSTRACT 2766

EC 08 2766 ED 122 465
Publ. Date Feb 76 21p.
Meyer, Don E.
And Others.
Me and My Environment. Final Formative Evaluation Report:A Synthesis of Findings.
Biological Sciences Curriculum Study, Boulder, Colo.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
EDRS mf;hc

Descriptors: Exceptional Child Research; Mentally Handicapped; Educable Mentally Handicapped;* Secondary Education; Secondary School Science;* Science Curriculum; Sciences; Curriculum Evaluation;* Educational Needs; Environmental Education;* Instructional Media; Instructional Materials; Educational Objectives; Curriculum Development;* Models; Biology; Ecology;

Identifiers: Me and My Environment;

Presented is the final formative evaluation report on "Me and My Environment," a 3-year multimedia environmental sciences program developed for 14-to 17-year-old educable mentally handicapped children by the Biological Sciences Curriculum Study (BSCS). Discussed are the goals of employability and personal independence for EMH children and the role of science education in helping to reach these goals. An overview of the components of the BSCS EMH science curriculum and of the curriculum development model are provided. Factors which influenced the decision to conduct a formative rather than a summative evaluation are noted. Listed are the titles, categories (such as filmstrip or student booklet), lengths and unit numbers of published materials in "Me and My Environment." A guide to the contents of the five formative evaluation reports includes the type of information, report number and page number, and a brief description of the contents. (For related documents see EC 05 0872-EC 05 0875, EC 06 1290- EC 06 1293, EC 07 1063, EC 08 0112, and EC 08 2765.) (LS)

ABSTRACT 2765

EC 08 2765 ED 122 464
Publ. Date Jan 76 32p.
Callahan, William P.
Me and My Environment. Formative Evaluation Report 5; Assessing Student Abilities and Performance: Year 3.
Biological Sciences Curriculum Study, Boulder, Colo.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
EDRS mf;hc

Descriptors: Exceptional Child Research; Mentally Handicapped; Educable Mentally Handicapped;* Secondary Education; Secondary School Science;* Science Curriculum; Sciences; Curriculum Evaluation;* Environmental Education;* Systems Approach;* Curriculum Development; Instructional Materials; Ecology; Biology; Student Evaluation; Instructional Media;

Identifiers: Me and My Environment;

Presented is the fifth formative evaluation report on "Me and My Environment," a 3-year environmental sciences program developed for 13-to 16-year old educable mentally handicapped (EMH) children by the Biological Sciences Curriculum Study (BSCS). The first half of the document consists of samples of student performance on specific assessment items from one curriculum unit (on "transfer of cycling materials") field tested with 482 Ss and a second unit (on "air and water") tested with 110 Ss. Described next are the development of a sound filmstrip and results of a minifield test of a game focusing on recycling. Explained in the final section is the BSCS systems design approach to analyzing the development of a curriculum package for EMH students. Flow charts illustrate 12 stages in the systems approach from planning the curriculum framework to final revisions. In the summary it is noted that most Ss evaluated with the materials were capable of achieving the objectives set forth at an acceptable level. (For related documents see EC 05 0872-EC 05 0875, EC 06 1290-EC 06 1293, EC 07 1063, EC 08 0112, and EC 08 2766.) (LS)

ABSTRACT 2727

EC 08 2727 ED N. A.
Publ. Date Jul 76 12p.
Frankel, Fred.
Graham, Vicki.
Systematic Observation of Classroom Behavior of Retarded and Autistic Preschool Children.
American Journal of Mental Deficiency; V81 N1 P73-84 Jul 1976

Descriptors: Mentally Handicapped;* Autism;* Behavior Patterns;* Reactive Behavior;* Operant Conditioning;* Exceptional Child Research; Early Childhood; Attention; Student Teacher Ratio; Reinforcement; Prediction; Adjustment (To Environment); Behavior Change;

The following environmental parameters were manipulated with two groups of six children (3 to 5.5-years-old), previously diagnosed as autistic and mentally retarded: teacher-to-child ratio, presence of food reinforcement, and skill area being presented. The children were observed for seven 20- minute sessions. Behavior under observation fell into 3 classes: (1) adaptive performance (percentage response and percentage correct), (2) attention, and (3) maladaptive behavior. Results suggested that (1) food reinforcement and the 1:1 teacher-to-child ratio may not generally enhance adaptive performance but may have an effect upon attention and tantrum behavior; (2) attention to task is more predictive of adaptive behavior than attention to teacher; and (3) interactions were generally lacking between the above parameters and diagnostic group, while level of functioning did show such interactions. The present results support the practice of individual behavioral assessment of autistic and retarded children. The present procedure, coupled with statistical analysis for individual subjects, may provide educational prescriptions for individual children. (Author/IM)

ABSTRACT 2717

EC 08 2717 ED 121 039
Publ. Date Jun 75 346p.
Wessel, Janet A.
Programmatic Research Project in Physical Education for the Mentally Retarded Child in the Elementary School. Final Report.
Michigan State Univ., East Lansing.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
EDRS mf;hc

Descriptors: Exceptional Child Research; Mentally Handicapped; Trainable Mentally Handicapped;* Elementary Secondary Education; Physical Education;* Curriculum Development;* Curriculum Evaluation;* Psychomotor Skills; Diagnostic Teaching;* Motor Development;

Identifiers: I CAN Curriculum;*

The project developed and evaluated an individualized physical education curriculum (called I CAN) for trainable mentally retarded children, ages 5 to 14 years. The instructional system consists of a set of primary psychomotor skills curriculum resource materials for individualizing instruction and a competency based teaching guide for diagnostic-prescriptive teaching. Used for designing the instructional system were six major criteria: diagnostic-prescriptive nature, replicability, flexibility, adaptability, interrelatedness, and accountability. Included in the I CAN program are primary skills in aquatics, body management, fundamental skills, and health/fitness. System evaluation focused on identifying deficiencies and alternatives in form, substance, and methodology related to the use of I CAN by classroom teachers and physical education specialists. Assessment and reassessment of student status occurred within the instructional setting. Learner impact data reported by student gains, grouped by skill and teacher type, indicated: (1) the effectiveness of the instructional system, and (2) replicability and transportability for both classroom and physical education specialists. (More than half the document consists of appendixes such as sample field test materials, working papers, evaluation handbook for field test teachers, evaluation data tables, and revisions recommended by field test teachers. (Author/DB)

ABSTRACT 2712

EC 08 2712 ED 121 034
Publ. Date Jan 76 64p.
Bell, David J.
And Others.
Let Your Fingers Do the Talking: A Teaching Manual for Use with Non-Verbal Retardates.
Craig Developmental Center, Sonyea, New York. Dept. Of Communication Disorders and Education and Training.
EDRS mf;hc

Descriptors: Exceptional Child Education; Mentally Handicapped;* Teaching Guides;* Manual Communication;* Nonverbal Communication;

Identifiers: Communication Disorders;*

The guide provides teaching suggestions as well as visual representations and written explanations of approximately 250 signs designed to meet the needs of institutionalized mentally retarded nonverbal individuals. Stressed is the need for such actions as correct hand position, repitition, body movement and facial expression, and rewards for desired responses. Signs are presented for numbers, alphabet letters, and common words, and are indexed alphabetically. (CL)

ABSTRACT 2711

EC 08 2711 ED N. A.
Publ. Date 75 383p.
Brody, J. F., Ed.
And Others.
APT: A Resource Book for Use with Citizens Who Show Severely/Profoundly Retarded Behavior.
Pennhurst State School, Spring City, PA 19475

Descriptors: Exceptional Child Education; Mentally Handicapped; Custodial Mentally Handicapped;* Severely Handicapped;* Institutionalized (Persons); Behavioral Objectives;* Teaching Guides;* Behavior Change;* Operant Conditioning; Task Analysis; Self Care Skills;* Daily Living Skills;*

Intended for use with severely and profoundly retarded persons in the residential setting, the APT (Assessment/Program Team) resource guide provides detailed training procedures using behavior modification techniques with emphasis on writing programs, program implementation, program integration, use of task analysis and cost effectiveness concepts in program evaluation. It is explained that APT involves evaluation of student performance on each behavioral item, a variety of training procedures (such as backward chaining and shaping), and the recording of behavioral changes. Most of the document consists of the APT Skill Assessment instrument and training procedures in the following areas: toilet training, basic motor skills (such as sitting), self care skills (such as dressing, shoe tying, tooth brushing), daily living skills (such as bedmaking, mopping, and coin matching and academic skills (such as color matching, matching forms, and telling time). Presented for each skill is a sample individual program plan and progress form, and the training procedure including detailed behavioral objectives and possible teaching methods and materials. (DB)

ABSTRACT 2406

EC 08 2406 ED N. A.
Publ. Date Spr 76 6p.
Finkel, William.
Zimmerman, Karen.
Teaching Special Children to Tell Time.
Journal for Special Educators of the Mentally Retarded; V12 N3 P181-186 Spr 76

Descriptors: Exceptional Child Education; Mentally Handicapped; Educable Mentally Handicapped;* Elementary Secondary Education; Teaching Methods;* Time;* Verbal Learning;*

Identifiers: Verbal Mediation.*

A method for teaching time to educable mentally retarded children (between 8 and 18 years old) has been developed at the Edenwald School Psychiatric Center. Index cards, a cardboard clock with no hands, a small windup alarm clock, and a cardboard clock with moveable hands are used to teach children the "before" and "after" sides of the clock, the discrimination between the minute and hour hands, and the appropriate hour when the hand lies between two hours. Children are encouraged to verbalize time telling steps to themselves and then think them silently. (SB)

ABSTRACT 2404

EC 08 2404 ED N. A.
Publ. Date Spr 76 3p.
Marpet, Louis.
Prentky, Joseph.
Guidance Tips for Teachers of M.R.'s.
Journal for Special Educators of the Mentally Retarded; V12 N3 P171-173 Spr 76

Descriptors: Exceptional Child Education; Mentally Handicapped;* Elementary Secondary Education; Etiology;* Teaching Methods;* Grouping (Instructional Purposes); Self Expression; Student Evaluation;*

Identifiers: Informal Assessment;

Intended for teachers of mentally retarded students, the article provides guidance tips on grouping of students, use of puppets for self expression, and teacher-made or informal tests. The author stresses the importance of etiology and offers suggestions (such as perusing the cumulative records) for detecting impairments that may effect the student's learning habits and adjustive behavior. (SB)

ABSTRACT 2403

EC 08 2403 ED N. A.
Publ. Date Spr 76 6p.
Heise, Patricia.
And Others.
Basic Money Concepts and Skills in Meeting the Needs of Special Children.
Journal for Special Educators of the Mentally Retarded; V12 N3 P163-167,186 Spr 76

Descriptors: Exceptional Child Education; Mentally Handicapped; Educable Mentally Handicapped;* Primary Education; Class Activities;* Individual Activities;* Teaching Methods; Money Management;* Number Concepts;

Presented are the major ideas of an instruction unit on the identification and use of money up to one dollar which has been field tested and developed for use with primary grade educable mentally handicapped children. Activities are suggested for such skills as identification of coins, learning value equivalents of basic coins, and making change. (SB)

ABSTRACT 2402

EC 08 2402 ED N. A.
Publ. Date Spr 76 5p.
Lombardo, Victor.
Lombardo, Edith Foran.

Teaching the Preschool Retarded Child.
Journal for Special Educators of the Mentally Retarded; V12 N3 P155-159 Spr 76

Descriptors: Exceptional Child Education; Mentally Handicapped;* Preschool Education; Teaching Methods;* Class Activities;* Individual Activities;* Learning Characteristics;*

Discussed are several learning principles and corresponding teaching activities for the preschool mentally retarded child. Four principles stress the following activities to facilitate learning: success experiences, over-learning experiences, experiences that stress relevant stimuli, and experiences that are novel and distinct. (SB)

ABSTRACT 2391

EC 08 2391 ED N. A.
Publ. Date Nov 75 10p.
Cooper, G. M.
Bennetts, L. N.
Communication and Curriculum Process in Special Education.
Slow Learning Child; V22 N3 P143-152 Nov 1975

Descriptors: Custodial Mentally Handicapped;* Trainable Mentally Handicapped;* Teaching Methods;* Problem Solving;* Models;* Communication (Thought Transfer);* Exceptional Child Education; Mentally Handicapped; Elementary Secondary Education; Conceptual Schemes;

Discussed is a communication and curriculum approach for teaching problem solving skills to moderately and severely mentally handicapped children. Various approaches to learning are reviewed. A model is suggested that includes a continuum of communication methods ranging from precise demonstration of the problem (nonverbal) and concrete representation to conceptualization of the problem by language or other symbolic means and abstract representation. (SB)

ABSTRACT 2312

EC 08 2312 ED N. A.
Publ. Date Jun 76
Ragain, Ronnie D.
Anson, John E.
The Control of Self-Mutilating Behavior with Positive Reinforcement.
Mental Retardation; V14 N3 P22-25 Jun 1976

Descriptors: Custodial Mentally Handicapped;* Behavior Change;* Positive Reinforcement;* Exceptional Child Research; Mentally Handicapped; Elementary Secondary Education; Operant Conditioning;

Identifiers: Self Mutilation;*

A severely retarded, institutionalized, 12-year-old female received reinforcement on an adjusted DRO schedule (differential reinforcement for behavior other than self destruction) until a fairly stable response (no scratching or headbanging) was shown. Extinction procedures using a noncontingent schedule were used to eliminate the learned response. Reconditioning was then employed to test the stability of the response. It was found that learning had occurred. (Author)

ABSTRACT 2305

EC 08 2305 ED N. A.
Publ. Date 76 530p.
Quick, Alton D.
Campbell, A. Ann.
Lesson Plans for Enhancing Preschool Developmental Progress: Project MEMPHIS.
Kendall/Hunt Publishing Co., 2460 Kerper Blvd., Dubuque, IA 52001 ($13.95)

Descriptors: Exceptional Child Education; Mentally Handicapped; Preschool Education; Infancy; Lesson Plans;* Teaching Guides; Social Development;* Motor Development;* Perceptual Motor Skills;* Language Development;* Perceptual Development; Cognitive Development;*

Identifiers: Developmental Disabilities;*

Intended for use with developmentally delayed preschool children functioning in the developmental range from birth to 5 years, the manual contains 260 structured lesson plans in the areas of personal-social, gross motor, fine motor, language, and perceptuocognitive skills. The plans are meant to be used in conjunction with a comprehensive developmental scale and continuous record keeping of educational gains. Each lesson is structured in terms of skill name, usual developmental level, purpose, equipment, procedure, additional activities, additional equipment, suggested criteria, a space for notes, and a blank lesson plan format to allow the teacher to plan additional procedures in teaching the specific skill. The 60 lesson plans of the personal social section deal with self help activities such as dressing and feeding and with role identity. Gross motor activities (such as turning over, sitting alone, or walking) are presented in 40 lesson plans. The third section contains 40 lesson plans for the development of such fine motor skills as grasping and building with Tinker Toys. Receptive and expressive language skills are covered in the fourth section of 60 lesson plans. Number concepts, spatial relationships, matching, identifying, and labeling colors and shapes, are perceptuocognitive concepts and skills for which 60 lesson plans are provided. (DB)

ABSTRACT 2230

EC 08 2230 ED N. A.
Publ. Date 75 442p.
Gelfand, Donna M., Ed.
Social Learning in Childhood: Readings in Theory and Application. Second Edition.
Brooks/Cole Publishing Co., 10 Davis Drive, Belmont, CA 94002 ($8.95)

Descriptors: Exceptional Child Education; Emotionally Disturbed; Behavior Problems;* Psychosis; Delinquency; Mentally Handicapped; Behavior Change;* Operant Conditioning;* Learning Theories;* Research Reviews (Publications); Social Development;* Cognitive Development;* Environmental Influences; Social Influences;

Presented are 39 papers that cover research on the development and modification of children's behavior with emphasis on social learning theory. An introduction provides a description of the philosophy, assumptions, and defining characteristics of the social learning theory approach to child development. The remaining 38 entries are divided into six chapters: Chapter 1 (three papers) provides research data on maturational and constitutional factors effecting social development; Chapters 2 and 3 (six papers) cover studies of learning in infants and young children with emphasis on the potentialities for behavior modification in early infancy and the learning of social skills; Chapter 4 (seven papers) reviews behavioristic treatment for young children's behavior problems and includes studies illustrating the applications of specific behavior modification techniques; Chapter 5 (16 papers) examines the role of social learning processes in the acquisition of self control and explores the effect of situational factors on intellectual development, creativity, and early childhood education; Presented in Chapter 6 (six papers) are examples of the application of behavioristic treatment techniques to delinquent, psychotic, and retarded children. (SB)

ABSTRACT 2224

EC 08 2224 ED N. A.
Publ. Date 76 163p.
Kempton, Winifred.
Forman, Rose.
Guidelines for Training in Sexuality and the Mentally Handicapped. Second Edition.
Planned Parenthood Association of Southeastern Pennsylvania, 12200 Sansom St., Philadelphia, PA 19107 ($4.95 + 10%)

Descriptors: Exceptional Child Education; Mentally Handicapped;* Teaching Guides; Sexuality;* Attitudes; Sex Education;* Lesson Plans;* Parent Role; Social Adjustment; Institutionalized (Persons); Civil Liberties; Bibliographies; Tests;

Provided is a proposed training program to help the mentally handicapped appreciate their sexuality and develop responsible attitudes toward it. The nine training sessions cover the following topics: an introduction to the course; facts about sexuality (such as male and female anatomies and masturbation); personal examination of attitudes toward sexuality; sex education for the mentally handicapped; helping parents deal with the sexuality of their mentally handicapped child; socialization of the mentally handicapped--dating, marriage, and parenthood; birth control for the mentally handicapped; special considerations relating to the sexuality of the institutionalized mentally handicapped; and special topics such as legal rights, cultural and religious implications, sexual rights, and responsibilities. Each lesson design section usually includes an introduction, outlines on format and basic topics, practice exercises, factual knowledge tests, and a bib-

liography (including films, books, pamphlets, and articles). It is noted that each session should be 3 or more hours in length, that the ideal class size is fewer than 25 participants, and that various tests should be used throughout the course to help the teacher and participants determine the group's needs. (SB)

ABSTRACT 2124

EC 08 2124 ED N. A.
Publ. Date May 76 11p.
Filler, John W., Jr.
Modifying Maternal Teaching Style: Effects of Task Arrangement on the Match-to-Sample Performance of Retarded Preschool-Age Children.
American Journal of Mental Deficiency; V80 N6 P602-612 May 1976

Descriptors: Mentally Handicapped;* Mothers;* Parent Child Relationship;* Teaching Methods;* Exceptional Child Research; Preschool Education; Parent Education; Performance Factors;

Twenty-one mothers and their retarded preschool-age children were observed during six teaching sessions. Following the first three sessions, each mother-child dyad was assigned to one of the three groups matched on measures of mother and child behavior and on measures of various mother and child background factors. Prior to the last three teaching sessions, mothers received instructions to modify certain aspects of their teaching style. The results indicated that children of mothers who had been instructed to present the materials of the task systematically obtained significantly higher performance scores during training than did children of mothers who either received no instruction or had been told to increase positive feedback for correct responses. Further, six of seven children whose mothers had altered the manner in which they presented the task materials showed improvement on a test administered after training. Results suggested that nonverbal activities which precede responding are critical aspects of teaching style and deserve more attention than they have received in the past. (Author)

ABSTRACT 2052

EC 08 2052 ED N. A.
Publ. Date Win 76 7p.
Rosen, Sally-Ann
A Creative Approach to Social Learning. Part I.
Journal for Special Educators of the Mentally Retarded; V12 N2 P102-108 Win 76

Descriptors: Exceptional Child Education; Mentally Handicapped; Educable Mentally Handicapped;* Intermediate Grades; Teacher Role;* Curriculum Development; Teacher Developed Materials;

Identifiers: Social Learning Curriculum;*

A teacher of intermediate level educable mentally retarded students describes her satisfaction with the Social Learning Curriculum which she helped to develop through field testing. (CL)

ABSTRACT 2045

EC 08 2045 ED N.A.
Publ. Date Apr 76 2p.
Szyarto, Ruth
And Others
The Effectiveness of Tokens in Increasing and Maintaining Promptness of Work Groups in a Sheltered Workshop.
Rehabilitation Literature; V37 N4 P107-108 Apr 1976

Descriptors: Handicapped;* Behavior Change;* Operant Conditioning;* Exceptional Child Research; Emotionally Disturbed; Mentally Handicapped; Physically Handicapped; Adults; Sheltered Workshops; Program Effectiveness;

Identifiers: Token Economy;*

Evaluated was the effectiveness of a token reinforcement approach in increasing the prompt return from morning and lunch breaks of mentally retarded, physically handicapped, and emotionally disturbed adults in a sheltered workshop. The token system was found to be a cost efficient, effective, and easily implemented approach to behavior change. (CL)

ABSTRACT 1961

EC 08 1961 ED N. A.
Publ. Date May 76 8p.
Fleischman, John
Teaching the Unteachables.
Human Behavior; V5 N5 P40-47 May 76

Descriptors: Exceptional Child Education; Mentally Handicapped; Custodial Mentally Handicapped;* Adults; Group Living;* Normalization (Handicapped);* Behavior Change;* Operant Conditioning; Sheltered Workshops;* Residential Programs;

Identifiers: Deinstitutionalization;* Token Economy;

A community group home has been established in Eugene, Oregon which houses 10 severely and profoundly retarded adults who were previously institutionalized. Residents earn spending money in a workshop which operates using task analysis and the token economy system. Residents also take part in such household duties as cooking, laundry, housecleaning, dishwashing, and yard work. Systematic coding of specific behaviors helps in evaluating the effectiveness of the home's individualized programs using the behaviorist approach in such areas as toilet training and shoe tying. The underlying philosophy of normalization is carried out through activities which include working out at the gym and hiking. One resident's actions after becoming lost for several days following a group hike show an ability to survive through the use of skills not directly taught. (SB)

ABSTRACT 1933

EC 08 1933 ED N. A.
Publ. Date Spr 76 10p.
Long, James D.
Williams, Robert L.
The Utility of Self-Management Procedures in Modifying the Classroom Behaviors of Mentally Retarded Adolescents.
Adolescence; V11 N41 P29-38 Spr 76

Descriptors: Exceptional Child Research; Mentally Handicapped; Educable Mentally Handicapped;* Behavior Problems; Secondary Education; Behavior Change;* Operant Conditioning; Self Control;* Class Management;

Evaluated with four 12-year-old educable mentally retarded students with classroom behavior problems were three self management procedures: self recording of points, self graphing of progress, and self selecting of free time activities. Points for appropriate behaviors were first awarded to students who then graphed their point earnings and earned free time activities. All three treatment conditions improved the rates of appropriate behavior during spelling and reading periods with the self selection of free time activities having the largest effect. (DB)

ABSTRACT 1810

EC 08 1810 ED N. A.
Publ. Date Feb 76 4p.
Weisbord, Hyman F.
Video-Tape Feedback and Behavioral Change.
Education and Training of the Mentally Retarded; V11 N1 P18-21 Feb 1976

Descriptors: Educable Mentally Handicapped;* Video Tape Recordings;* Feedback;* Exceptional Child Research; Mentally Handicapped; Adults; Behavior Change;

Videotaped feedback sessions led to a marked reduction in the headshaking behavior of a 19-year-old educable mentally retarded male. (CL)

ABSTRACT 1768

EC 08 1768 ED N. A.
Publ. Date Apr 76 10p.
Guralnick, Michael J.
The Value of Integrating Handicapped and Nonhandicapped Preschool Children.
American Journal of Orthopsychiatry; V46 N2 P236-245 Apr 1976

Descriptors: Mentally Handicapped;* Language Development;* Social Development;* Peer Teaching;* Exceptional Child Research; Preschool Education; Regular Class Placement; Peer Relationship; Change Agents; Play;

Presented are a conceptual and empirical framework and two research reports on the promotion of language and social skills of handicapped preschool children through involvement with nonhandicapped peers. Research is reported to show that systematically designed interaction (rather than mere exposure) is necessary for peers to be effective change agents. In the first study, a mildly handicapped child's language usage is shown to have improved during structured sessions in which a nonhandicapped peer (competent in the target language behavior) and the S were reinforced for correct usage. In the second study, it is reported that observation of nonhandicapped children playing by two retarded (IQs 58 and 78) Ss had no effect on Ss' social play skills, though training the nonhandicapped children to attend

selectively to appropriate behaviors of the handicapped children resulted in marked improvement in play behaviors. Variables seen to be significant in the use of peers as change agents are chronological age of the peer group, level of observational skills, type of behavior, structure of the modeling context, grouping, and characteristics of the models. (DB)

ABSTRACT 1751

EC 08 1751 ED N. A.
Publ. Date 76 128p.
Lowenbraun, Sheila, Ed.
Affleck, James Q., Ed.
Teaching Mildly Handicapped Children in Regular Classes.
Charles E. Merrill Publishing Co., Columbus, OH 43216 ($4.95)

Descriptors: Exceptional Child Education; Mentally Handicapped; Educable Mentally Handicapped;* Learning Disabilities;* Emotionally Disturbed;* Elementary Secondary Education; Regular Class Placement;* Teaching Methods;* Operant Conditioning;* Behavior Change; Student Evaluation; Diagnostic Teaching; Academic Achievement;

Identifiers: Informal Assessment;

Provided in the book are the rationale and suggested methods for teaching mildly handicapped students in regular classes. The first of three chapters concerns the effects of labeling on exceptional children, special education provisions for serving individual children, and descriptions of mild mental retardation, language and learning disabilities, and emotional disturbance. The bulk of the document comprises an analysis of procedures for teaching academic skills to mildly handicapped students. Detailed are aspects of initial assessment, establishment of objectives and sequences, selection of instructional activities, ongoing assessment, program modifications, implementing individualized programing, and creating a positive learning environment. A case study provides examples of assessment data, objectives, and implementation planning. A final chapter delineates techniques and resources for teaching coping behaviors and altering consequences and antecedents of problem behavior. (CL)

ABSTRACT 1677

EC 08 1677 ED 119439
Publ. Date 74 38p.
Oppelt, Kurt.
Instructional Basics: Oppelt Standard Method of Therapeutic and Recreational Ice Skating.
Kurt Oppelt, PO Box 13, State College, PA 16801 ($3.50)

Descriptors: Handicapped Children;* Adapted Physical Education;* Recreational Activities;* Exceptional Child Services; Mentally Handicapped; Physically Handicapped; Recreation; Athletics; Teaching Methods; Therapy;

Identifiers: Ice Skating;*

Detailed in the booklet is the standard ice skating method and considered are the benefits of therapeutic ice skating for the handicapped and aged. Values for the mentally retarded and physically handicapped are seen to include physiological (such as increased flexibility and improved posture), psychological (including satisfaction and enhanced self concept), and social benefits (such as socialization and recreation opportunities). Provided are photographs and step-by-step instructions for such aspects as dry- land practice, steering, stops, and turns. (CL)

ABSTRACT 1674

EC 08 1674 ED N. A.
Publ. Date Mar 76 4p.
Broadhead, Geoffrey D.
Curriculum Approaches in Special Education.
Rehabilitation Literature; V37 N3 P71-73, 84 Mar 1976

Descriptors: Educable Mentally Handicapped;* Curriculum;* Special Education;* Exceptional Child Education; Mentally Handicapped; Elementary Secondary Education; Curriculum Design; Educational Objectives; Foreign Countries;

Identifiers: Scotland;

Typical timetable diagrams of curriculum for primary through secondary level educable mentally handicapped students in Scotland are analyzed. Noted are the stress on basic skill preparation in younger primary children, the provision for separate physical education classes for secondary boys and girls, and limited vocational opportunities and lack of emphasis on social adjustment training for secondary students. (CL)

ABSTRACT 1585

EC 08 1585 ED N. A.
Publ. Date Mar 76 8p.
Filler, John W., Jr.
Bricker, William A.
Teaching Styles of Mothers and the Match-to- Sample Performance of Their Retarded Preschool- Age Children.
American Journal of Mental Deficiency; V80 N5 P504-511 Mar 1976

Descriptors: Mentally Handicapped;* Parent Child Relationship;* Interaction Process Analysis;* Mothers;* Teaching Methods;* Exceptional Child Research; Preschool Education; Prediction;

Twenty-one mothers and their preschool retarded children were observed during three structured teaching sessions. Each session was rated for various forms of maternal preresponse and postresponse activity as well as performance of the children. The results indicated that the most frequent forms of maternal behavior were preresponse verbal directions and instructions; however, the best predictor of children's correct performance was postresponse positive feedback. Patterns of intercorrelations among maternal measures were generally consistent with those reported by R. D. Hess and V. C. Shipman (1965). The hypothesis was advanced that maternal postresponse feedback may occur as the result of correct responding which, in turn, is more directly affected by other aspects of teaching style. (Author)

ABSTRACT 1562

EC 08 1562 ED 119432
Publ. Date 75 24p.
Houts, Peter S.
Scott, Robert A.
Goal Planning with Developmentally Disabled Persons: Associate Instructor's Manual.
Pennsylvania State University, Hershey. Department Of Behavioral Science.
Social and Rehabilitation Service (DHEW), Washington, D. C.
Pennsylvania State Department of Public Welfare, Harrisburg. Office of Mental Retardation.
EDRS mf;hc

Descriptors: Inservice Education;* Workshops;* Teaching Guides;* Program Descriptions;* Exceptional Child Education; Mentally Handicapped; Individualized Programs; Goal Orientation; Program Planning; Manuals;

Identifiers: Developmental Disabilities;*

Presented is the manual for associate instructors of workshops for training frontline staff in goal planning for developmentally disabled persons. Outlined are the eight responsibilities of the associate instructor (including contacting participants' supervisors to insure their support); workshop arrangements in such terms as group size, composition, and instructor qualifications; equipment and materials; possible groups or participants. The remainder of the document provides a detailed breakdown of the activities for each of the five sessions. (For related documents see EC 08 1561 and EC 08 1563.) (SB)

ABSTRACT 1561

EC 08 1561 ED 119431
Publ. Date 75 100p.
Houts, Peter S.
Scott, Robert A.
Goal Planning with Developmentally Disabled Persons: Procedures for Developing an Individualized Client Plan.
Pennsylvania State University, Hershey. Department Of Behavioral Science.
Social and Rehabilitation Service (DHEW), Washington, D. C.
Pennsylvania State Department of Public Welfare, Harrisburg. Office of Mental Retardation.
EDRS mf;hc

Descriptors: Inservice Education;* Workshops;* Program Planning;* Goal Orientation;* Exceptional Child Education; Mentally Handicapped; Workbooks; Individualized Programs;

Identifiers: Developmental Disabilities;* Individualized Client Plans;

Outlined in the workbook are workshops designed for training frontline staff in writing individualized client plans for developmentally disabled persons. It is noted that workshops are taught by audiotape along with an associate instructor in small groups of four to eight individuals. Stressed are four basic goal planning strategies: involving the client from the

beginning, using the client's strengths to set goals which help with his needs, taking small steps to reach the goal, and stating clearly who will do what and when. Exercises for each of the five sessions are summarized and illustrated (in cartoon form) and instructional materials (evaluation forms) are provided. (For related documents, see EC 08 1562 and EC 08 1563.) (SB)

ABSTRACT 1541

EC 08 1541 ED N. A.
Publ. Date Win 75 6p.
Bernhardt, Marcia.
Mackier, Bernard.
The Use of Play Therapy with the Mentally Retarded.
Journal of Special Education; V9 N4 P409-414 Win 1975

Descriptors: Mentally Handicapped*; Emotional Problems*; Play Therapy*; Research Reviews (Publications)*; Exceptional Child Education; Behavior Change; Intelligence Differences; Social Adjustment;

Research on play therapy with mentally retarded children has yielded positive results in behavior and social organization. Although most studies did not show intelligence score gains comparable to those in behavioral growth and maturity, results from one study indicated large intellectual gains and an increase in school readiness. Research suggested that play therapy is a potentially helpful technique to help the emotionally disturbed, mentally retarded child deal with his problems. (Author/SB)

ABSTRACT 1540

EC 08 1540 ED N. A.
Publ. Date Win 75 14p.
Winschel, James F.
Lawrence, Elizabeth A.
Short-Term Memory: Curricular Implications for the Mentally Retarded.
Journal of Special Education; V9 N4 P395-408 Win 1975

Descriptors: Mentally Handicapped*; Memory*; Teaching Methods*; Remedial Instruction*; Exceptional Child Education; Research Reviews (Publications); Cognitive Development;

Identifiers: Short Term Memory*;

The article highlights selected studies in the area of short-term memory instruction for the mentally retarded and focuses on instructional techniques likely to enhance the intellectual- academic performance of retarded children, irrespective of the setting in which these objectives are pursued. Strategies in which the retarded are deficient are discussed in relation to current research findings, and possible avenues of remediation are presented. The author contends that extensive application of techniques which promote storage and retrieval should result in reducing the exaggerated deficiency characteristic of the performance of many retarded children. (Author/SB)

ABSTRACT 1438

EC 08 1438 ED N. A.
Publ. Date Jan 76 2p.
Dupont, Jennifer L.
Quadrangle Shuttle.
Early Years; V6 N5 P50-51 Jan 76

Descriptors: Exceptional Child Education; Mentally Handicapped; Educable Mentally Handicapped*; Elementary Education; Teaching Methods*; Individualized Instruction*; Class Management;

Identifiers: Personal Independence*;

Educable mentally retarded elementary school children learn to function independently in a number-coded system of individualized activities. (CL)

ABSTRACT 1357

EC 08 1357 ED N. A.
Publ. Date Feb 76 8p.
Wehman, Paul.
Imitation as a Facilitator of Treatment for the Mentally Retarded.
Rehabilitation Literature; V37 N2 P41-48 Feb 1976

Descriptors: Mentally Handicapped*; Imitation*; Learning Processes*; Teaching Methods*; Exceptional Child Education; Research Reviews (Publications); Learning Theories; Self Care Skills; Research Proposals; Observational Learning;

The impact of imitation learning on the educational technology of training the mentally retarded is assessed. The theoretical explanations of observational learning and representative studies using modeling to facilitate behavior change in the mentally retarded are reviewed. Also discussed are ways for educators and rehabilitation professionals to maximize the effectiveness of modeling, implications for training self management skills, and future directions for research in imitation learning. (SB)

ABSTRACT 1349

EC 08 1349 ED N. A.
Publ. Date Fall75 9p.
Ogletree, Earl J.
Geometric Form Drawing: A Perceptual-Motor Approach to Preventive Remediation (The Steiner Approach).
Journal of Special Education; V9 N3 P237-245 Fall 1975

Descriptors: Mentally Handicapped*; Geometry*; Writing Exercises*; Exceptional Child Education; Handicapped Children; Learning Disabilities; Perceptually Handicapped; Perceptual Motor Coordination; Teaching Methods;

Identifiers: Steiner (Rudolf)*;

Provided is a rationale for geometric form drawing developed by Rudolf Steiner as a tool to develop motor coordination, perceptual skills, and cognition for mentally retarded and perceptually handicapped children. The theory of voluntary controlled movement, which includes locomotion, speech, and cognitive development is said to undergird the rationale for using geometric patterning as a therapeutic medium. It is explained that geometric form drawing is categorized by form type--typological, projective, and metric--to correlate with the three domains: psychomotor, affective, and cognitive. Sample geometric forms and illustrative instances are given on the application of form drawing as a method of teaching writing and as a therapeutic tool. (Author/CL)

ABSTRACT 1310

EC 08 1310 ED N. A.
Publ. Date Feb 76 4p.
Cuvo, Anthony J.
Decreasing Repetitive Behavior in an Institutionalized Mentally Retarded Resident.
Mental Retardation; V14 N1 P22-25 Feb 1976

Descriptors: Educable Mentally Handicapped*; Operant Conditioning*; Behavior Change*; Exceptional Child Research; Mentally Handicapped; Adults; Institutionalized (Persons);

Positive reinforcement was used to reduce repetitive dawdling behavior (going up and down stairs and running back and forth) in a mildly retarded institutionalized woman. Social and tangible reinforcement effectively decreased the amount of time it took for her to return to her dormitory from an activity center. (CL)

ABSTRACT 1143

EC 08 1143 ED N. A.
Publ. Date Dec 75 5p.
Lavely, Carolyn.
And Others.
Actual Reading Levels of EMR Materials.
Education and Training of the Mentally Retarded; V10 N4 P271-275 Dec 1975

Descriptors: Educable Mentally Handicapped*; Instructional Materials*; Reading Materials*; Curriculum Evaluation; Exceptional Child Research; Mentally Handicapped; Elementary Secondary Education;

Analyzed were grade level placements designated for 57 commercially published reading series for the educable mentally retarded. Results of the Spache Readability Formula and the Dale-Chall Formula for Predicting Reliability indicated that the majority of materials were neither accurately assessed for grade level nor developmentally sequenced. (CL)

ABSTRACT 1142

EC 08 1142 ED N. A.
Publ. Date Dec 75 3p.
Mills, Sherry Rae.
Band for the Trainable Child.
Education and Training of the Mentally Retarded; V10 N4 P268-270 Dec 1975

Descriptors: Trainable Mentally Handicapped*; Music*; Teaching Methods*; Exceptional Child Education; Mentally Handicapped; Elementary Secondary Education;

Described are techniques and games used in teaching instrumental music to 58

trainable retarded students (7 to 15 years old). It is explained that method books were adapted for specific instruments, and that parents were encouraged to help their children at home. (CL)

ABSTRACT 1111

EC 08 1111 ED 117876
Publ. Date 71 60p.
Jack, Harold K.
Johnson, Leon E.
Physical Activities for Mentally and Emotionally Handicapped Children.
Temple University, Philadelphia, Pa.
EDRS mf;hc

Descriptors: Mentally Handicapped*; Emotionally Disturbed*; Teaching Guides*; Physical Activities*; Recreation*; Exceptional Child Education; Motor Development; Physical Fitness; Games; Exercise (Physiology); Dance; Athletic Equipment;

Presented is a manual intended to serve as a guide for teaching physical and recreational activities to mentally and emotionally handicapped children. Activities offered emphasize the development of motor skills, physical conditioning, and body movement. Included are more than 200 activities in the areas of games and relays, developmental stunts and exercises, and developmental rhythms. Appended are teaching suggestions and instructions for building homemade equipment. (Author/SB)

ABSTRACT 987

EC 08 0987 ED N. A.
Publ. Date Apr 75 6p.
Kokaska, Sharen Metz
A Notation System in Arithmetic Skills.
Education and Training of the Mentally Retarded; V10 N2 P96-101 Apr 1975

Descriptors: Educable Mentally Handicapped*; Mathematics*; Number Concepts*; Teaching Methods*; Exceptional Child Education; Mentally Handicapped; Primary Education; Task Analysis; Behavioral Objectives;

The author presents a manual notation system for addition and subtraction which promotes achievement and conceptual skills with the primary educable mentally retarded. Task analysis and behavioral objectives are used in conjunction with the Dot Notation System to provide measurable performance along a learning continuum. (Author)

ABSTRACT 960

EC 08 0960 ED 117865
Publ. Date 73 198p.
Quackenboss, Rita, Ed.
And Others.
Learning to Live Safely: Persisting Life Situation #6.
University of Wisconsin, Oshkosh.
EDRS mf;hc
A Resource Guide for the Wisconsin EMR Curriculum

Descriptors: Educable Mentally Handicapped*; Resource Guides*; Safety Education*; Exceptional Child Education; Mentally Handicapped; Curriculum Guides; Behavioral Objectives; Teaching Methods; Class Activities;

Identifiers: Wisconsin;

Presented in the resource guide for the Wisconsin curriculum for educable mentally retarded students are safety education teaching units. It is explained that learning to live safely is the sixth in a series of persisting life situations. The guide lists behavioral objectives, activities, and annotated resource materials (with distributors' addresses) for primary, intermediate, and secondary units on such topics as fire safety, safety habits, playground safety, and proper street behavior. (For related information, see EC 03 0035.) (CL)

ABSTRACT 920

EC 08 0920 ED N. A.
Publ. Date Win 76 9p.
Hester, Bob F.
And Others.
Positive Reinforcement Used to Control Head- Turning Behavior in a Retarded Adult.
Southern Journal of Educational Research; V10 N1 P13-21 Win 75

Descriptors: Exceptional Child Research; Mentally Handicapped; Custodial Mentally Handicapped*; Adults; Institutionalized (Persons); Operant Conditioning*; Behavior Change*; Positive Reinforcement*;

Positive reinforcement was effective in eliciting head-turning behavior upon verbal request in an institutionalized profoundly retarded adult. (CL)

ABSTRACT 910

EC 08 0910 ED 116424
Publ. Date Jan 73 90p.
Guide for Curriculum Development for Teachers of Trainable Mentally Retarded Children.
Virginia State Dept. of Education, Richmond.
Merrimack Education Center, 101 Mill Road, Chelmsford, MA ($1.25)

Descriptors: Trainable Mentally Handicapped*; Curriculum Guides*; Class Activities*; Curriculum Development*; Exceptional Child Education; Mentally Handicapped; Physical Development; Social Development; Cognitive Development; Emotional Development;

Presented is the Virginia State Education Department's curriculum development guide for teachers of the trainable mentally retarded (TMR). Briefly considered are long range goals and characteristics of the TMR child, curriculum design factors, and the role of the teacher. The bulk of the document comprises activities for primary, intermediate, and advanced level children in the areas of physical, social, emotional, and intellectual development. Suggested activities and resources are listed for each behavioral objective. Also included is a section on curriculum evaluation. Among appended material are a suggested scheduling guide and individual lesson plans for home arts and crafts. (CL)

ABSTRACT 851

EC 08 0851 ED 116414
Publ. Date Apr 72 16p.
Housekeeping Management Assistant Manual for Training of the Mentally Retarded.
Texas Tech University, Lubbock. Research and Training Center in Mental Retardation.
Social and Rehabilitation Service (DHEW), Washington, D. C.
National Technical Information Service, Springfield, VA 22151 (PB 243 164, $2.25, $4.75)

Descriptors: Mentally Handicapped*; Home Economics*; Daily Living Skills*; Exceptional Child Education; Curriculum Guides; Teaching Methods;

Presented is an instructional guide for teaching mentally retarded persons to become housekeeping assistants. Listed are tasks, objectives, and background information for the following six units: general safety procedures; daily duties (general cleaning, use of supply carts, and bathroom cleaning); laundry procedures (including use of washer and dryer); occasional duties (such as care of mattresses and furniture); and bedroom cleaning. Included are forms for student and teacher evaluation. (CL)

ABSTRACT 811

EC 08 0811 ED N. A.
Publ. Date Win 75 2p.
Spencer, Margie
Personalized Teaching Aids: The Tape Recorder as an Instructional Tool.
Pointer; V20 N2 P61-62 Win 1975

Descriptors: Trainable Mentally Handicapped*; Teaching Methods*; Teacher Developed Materials*; Tape Recordings*; Exceptional Child Education; Mentally Handicapped; Elementary Education; Books;

A teacher of young trainable mentally retarded children describes the use of personalized tape cassettes and teacher-made booklets. (CL)

ABSTRACT 809

EC 08 0809 ED N. A.
Publ. Date Win 75 3p.
Greene, Richard.
Typing Strengthens Learning.
Pointer; V20 N2 P50-52 Win 1975

Descriptors: Educable Mentally Handicapped*; Typewriting*; Teaching Methods*; Spelling*; Reading*; Exceptional Child Education; Mentally Handicapped;

Described are methods of reading and spelling instruction for educable mentally retarded students using a typewriter without letters. (CL)

ABSTRACT 765

EC 08 0765 ED N. A.
Publ. Date 75 60p.
Entrikin, Diane
And Others.
Teaching Trainable Level Multiply Handicapped Students to Use Picture Cues, Context Cues, and Initial Consonant Sounds to Determine the Labels of Unknown Words.
Madison Public Schools, Specialized Education Services, Madison, Wisconsin. (Badger School, 501 East Badger Rd., Madison, WI 53713)
In Lou Brown, *Madison's Alternative to Zero Exclusion: A Book of Readings*. Vol. 5.

Descriptors: Exceptional Child Research; Severely Handicapped; Multiply Handicapped*; Mentally Handicapped; Trainable Mentally Handicapped; Physically Handicapped; Childhood; Basic Reading*; Task Analysis; Teaching Methods*; Reading Skills; Sight Vocabulary; Program Effectiveness;

Described is a program designed to teach basic reading skills to three multiply handicapped trainable mentally retarded students (8-11 years old). It is explained that the approach emphasized acquisition of some sight words and word analysis skills (picture cues, context cues, and initial consonant sounds). A detailed task analysis is provided along with information on specific instructional materials and strategies (including measurement design, baseline procedures, and teaching techniques). Data on each S's performance for individual trials are included to demonstrate the successful accomplishment of program objectives, including labeling selected object pictures and describing selected action pictures, choosing words which logically ended sentences, and using context, picture, and initial consonant cues to label unknown words in sentences. (For the entire collection of readings, see EC 08 0756.) (CL)

ABSTRACT 713

EC 08 0713 ED N. A.
Publ. Date Dec 75 3p.
Doleys, Daniel M.
Arnold, Susan.
Treatment of Childhood Encopresis: Full Cleanliness Training.
Mental Retardation; V13 N6 P14-16 Dec 1975

Descriptors: Trainable Mentally Handicapped*; Operant Conditioning*; Self Care Skills*; Hygiene*; Exceptional Child Research; Mentally Handicapped; Childhood; Behavior Change;

Identifiers: Encopresis*;

Full Cleanliness Training (a procedure in which the trainee is required to correct the results of inappropriate toileting behavior by cleaning himself and his clothing) was used in combination with positive reinforcement to deal with a trainable retarded 8-year-old boy with encopresis and a toilet phobia. Soiling was effectively eliminated at the end of 16 weeks of treatment but recurred when parents became inconsistent in their use of the procedure during followup. (Author/CL)

ABSTRACT 647

EC 08 0647 ED 116367
Publ. Date 75 259p.
A Course of Study for the Educable Mentally Retarded: Primary, Intermediate, Junior High.
Indianapolis Public Schools, Indiana.
EDRS mf;hc

Descriptors: Educable Mentally Handicapped*; Curriculum Guides*; Class Activities*; Exceptional Child Education; Mentally Handicapped; Elementary Secondary Education; Language Arts; Mathematics; Social Studies; Sciences; Safety Education; Health Education;

Presented is a curriculum guide for educable mentally retarded (EMR) students in primary, intermediate, and junior high school levels. Introductory material includes information on characteristics and needs of EMR children; scope and sequence for each level in language arts, arithmetic, and social skills; and suggested teaching and planning techniques. For each level, unit suggestions and activities are presented in the following subject areas: language arts, arithmetic, social studies, science, health, and safety. In addition, the junior high curriculum contains items on homemaking and industrial arts. Skills and activities are also provided for the special subject areas of art, music, and physical education. (CL)

ABSTRACT 619

EC 08 0619 ED N. A.
Publ. Date 74 21p.
Dixon, Lois S.
And Others.
Facilitating the Acquisition of an "In Front" Spatial Discrimination.
Acta Symbolica; V5 N4 P1-21 74

Descriptors: Exceptional Child Research; Mentally Handicapped*; Trainable Mentally Handicapped; Childhood; Adolescents; Institutionalized (Persons); Programed Instruction*; Discrimination Learning*; Teaching Methods*; Concept Formation*;

Compared in a study with nine experimental and eight control Ss (all severely to mildly retarded residents at a state institution, ranging in age from 10 to 18 years) were methods for teaching discrimination of an "in front" spatial relationship. Experimental Ss were first given brief trial and error training and then a series of programed stimuli which emphasized a proximity cue. Control Ss were given extended trial and error training, a 1-week rest, and then the programed stimulus series. All nine experimental Ss acquired the discrimination while none of the control Ss acquired the target discrimination skill with trial and error training, though seven of the eight control Ss did gain the skill after presentation of the programed series. Each S was also given pre- and posttests requiring discrimination in either two or three dimensions. Of the total 17 Ss, 14 scored high on the two dimensional posttests, though posttest scores on the three dimensional tests varied across Ss. (DB)

ABSTRACT 594

EC 08 0594 ED N. A.
Publ. Date 74 114p.
Brennan, W. K.
Shaping the Education of Slow Learners: Special Needs in Education.
Routledge Kegan Paul Ltd, 9 Park St., Boston, MA 02108 ($7.75)

Descriptors: Exceptional Child Education; Mentally Handicapped; Slow Learners*; Educable Mentally Handicapped; Elementary Secondary Education; Student Characteristics*; Educational Needs*; Curriculum*; Followup Studies*;

The results of research and teaching experience with slow learners are reviewed, and new ways of categorizing the educational needs of slow learners in regular schools in Britain and the US are suggested. Characteristics of slow learners are examined and reorganized to relate more directly to educational needs. Summarized are findings of research into the post school experience of slow learners. Reviewed are current curriculum approaches, and proposed are the reduction of curriculum areas where learning must be for thoroughness or mastery and the expansion of areas where the goal is awareness or familiarity. Also recommended are the reduction of general curriculum aims to statements of behavioral objectives and the use of recording, evaluation, and feedback techniques. (DB)

ABSTRACT 554

EC 08 0554 ED N. A.
Publ. Date Fall75/76 9p.
Judkins, John D.
Increased Rate and Legibility of Printing Through a Self-Generated Token System.
Mental Retardation Bulletin; V3 N2/3 P193-201 Fall75/76

Descriptors: Exceptional Child Research; Mentally Handicapped; Mongolism*; Childhood; Handwriting*; Positive Reinforcement*; Reading*; Behavior Change;

Identifiers: Token Economy;

Evaluated was the effectiveness of a self generated token system on the performance of an 8-year-old Down's syndrome boy who enjoyed reading and disliked printing. Oral reading was used as a reward for printing, and legible printed words acted as tokens which could be redeemed at school or at home. Results indicated that S's printing increased in rate and legibility. (CL)

ABSTRACT 494

EC 08 0494 ED N. A.
Publ. Date Jun75 15p.
Ericsson, Kent.
And Others.
Integrated Living: Towards a Normal Way of Life.
Research Exchange and Practice in Mental Retardation; V1 N1-2 P21-35 Jun 75

Descriptors: Exceptional Child Services; Mentally Handicapped*; Adults; Group Living*; Normalization (Handicapped)*; Foreign Countries; Behavior Change*;

Identifiers: Sweden;

Described are the types and organization of group homes for mentally retarded adults in Sweden. Information is provided on IQ, education, social and personality traits for a sample population drawn from four group homes. Reviewed are examples of changes in the residents' social competence and personality development. Detailed is a typical day at a group home and day activity center. Crucial problems cited by the staff are said to include interpersonal difficulties and overwork. (CL)

ABSTRACT 488

EC 08 0488 ED 115 042
Publ. Date Apr 75 87p.
Hesse, Kathleen.
And Others.
Down's Syndrome Children's Early Comprehension of "Wh" Questions Asked in Naturalistic and Experimental Settings.
University of Minnesota, Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Research Report No. 87.

Descriptors: Mongolism*; Verbal Ability*; Language Development*; Comprehension*; Exceptional Child Research; Mentally Handicapped; Early Childhood; Questioning Techniques; Receptive Language;

Evaluated was the comprehension of maternal and experimentally posed "Wh" questions (such as what, why and who) by two 5-year-old Down's syndrome children. Weekly tape-recordings of mother-child play situations and videotapes of individual sessions with the experimenter were analyzed in terms of form, conent, and appropriateness of Ss' response. Results indicated similarity with the first stage of normal children's interrogative comprehension. Findings had implications for teachers' questioning techniques. (The description of photographs used with the experimental set of "Wh" questions is provided in one of three appendixes.) (CL)

ABSTRACT 485

EC 08 0485 ED 115 039
Publ. Date Feb 75 125p.
Krus, Patricia H.
And Others.
Time with the Clock Unit: A Formative Evaluation.
University of Minnesota, Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Research Report No. 84.

Descriptors: Educable Mentally Handicapped*; Time*; Curriculum Evaluation*; Instructional Materials*; Exceptional Child Education; Mentally Handicapped; Early Childhood Education; Evaluation Methods;

Described are the results of a formative evaluation of the Time With A Clock unit involving evaluations by teachers and performance of 57 preprimary and primary class educable retarded students. The unit is said to comprise three sections: the clock (emphasizing the need for telling time and recognition of the clock and its purpose), time telling (including basic terms and introductory activities), and more time telling (focusing on more complex time procedures). The bulk of the document presents the following information for each section: description of the lessons' objectives, student performance data, teacher evaluations, and summarized comments from a teacher review board meeting. Among curriculum revisions cited are changes in material design, content, sequencing, and testing procedures. Included in five appendixes are a sample evaluation form and a description of the revised unit. (For related information, see EC 08 0489 and EC 08 0491.) (CL)

ABSTRACT 484

EC 08 0484 ED 115 038
Publ. Date Jan 75 45p.
Turnure, James.
And Others.
The Production Deficiency Model of Verbal Elaboration: Some Contrary Findings and Conceptual Complexities.
University of Minnesota, Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Research Report No. 82.

Descriptors: Educable Mentally Handicapped*; Verbal Learning*; Performance Factors*; Questioning Techniques*; Paired Associate Learning*; Exceptional Child Research; Mentally Handicapped; Primary Education;

Thirty six normal 5-year-olds and 60 educable mentally retarded (EMR) students with a mean age of 7 years were tested to determine whether specific formats of interrogatives would be instrumental in inducing the generation of effective verbal mediators. Ten EMR Ss and six normal Ss were tested on 21 paired associates in each of six experimental conditions: labeling, sentence generation, sentence repetition, response to why "A" (auxiliary did not function as the main verb) and response to why "B" (auxiliary functioned as the main verb). Analysis of correct responses indicated that Ss in the three question conditions performed better than Ss in the nonquestion conditions. No differences existed between the two subject categories. The question conditions were found to induce greater semantic analysis in the Ss than the nonquestion conditions. (Author/CL)

ABSTRACT 474

EC 08 0474 ED N. A.
Publ. Date Nov 75 7p.
Wehman, Paul H.
Toward a Social Skills Curriculum for Developmentally Disabled Clients in Vocational Settings.
Rehabilitation Literature; V36 N11 P342-348 Nov 1975

Descriptors: Mentally Handicapped*; Vocational Adjustment*; Curriculum*; Interpersonal Competence*; Vocational Education*; Exceptional Child Education; Daily Living Skills; Adjustment (To Environment);

A curriculum of social skills necessary for successful vocational adjustment is proposed for developmentally disabled clients. The curriculum is arranged in four hierarchically sequenced levels: personal care (including table manners and self care skills), primary interaction (including appropriate eye contact and posture), job and community survival (including money management and telephone use), and advanced interaction (including problem solving and planning skills). A functional analysis approach is suggested as a strategy for rehabilitation professionals to use in implementing the curriculum in vocational training centers. (Author/CL)

ABSTRACT 458

EC 08 0458 ED 115 029
Publ. Date Oct 75 55p.
Warshow, Joyce P.
Bepko, Raymond A.
The Factor Structure and Sources of Variation Underlying the Social Learning Environment Rating Scales.
Yeshiva University, New York, N. Y. Curriculum Research and Development Center in Mental Retardation.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf;hc
Monograph No. 1.

Descriptors: Educable Mentally Handicapped*; Rating Scales*; Curriculum Evaluation*; Factor Structure*; Exceptional Child Research; Mentally Handicapped; Elementary Secondary Education; Behavior;

Identifiers: Social Learning Environment; Rating Scale; Social Learning Curriculum;

Seventeen intermediate level classes for the educable mentally retarded were involved in an investigation of the factor structure of the Social Learning Environment Rating Scale (SLERS), an instrument designed to quantify teacher-student behavior based on the Social Learning Curriculum (SLC). The 17 classes were observed implementing six experiences (lessons) from Function VII (Emotional Security) of the SLC. Analysis was based on the following five factors: problem emergence, problem clarification, problem resolution, application of

learning, and the social learning environment. A major finding was that the factor structure underlying the SLERS generally validated the theoretical foundation of the SLC from which it was developed. (For related information, see EC 07 3075.) (LS)

ABSTRACT 348

EC 08 0348 ED N. A.
Publ. Date 75 97p.
Baumgartner, Bernice B.
Helping Every Trainable Mentally Retarded Child.
Teachers College Press, Columbia University, 1234 Amsterdam Ave., New York, NY. ($3.50)

Descriptors: Exceptional Child Education; Severely Handicapped*; Multiply Handicapped; Mentally Handicapped; Trainable Mentally Handicapped; Curriculum Guides*; Teaching Methods; Class Activities; Parent School Relationship; Parent Role*; Intervention; Communication Skills; Instructions Materials;

Identifiers: Parent Materials;

Designed for parents and teachers, the guide contains information on school programs for the multiply handicapped and trainable mentally retarded (IQ under 50) child. Activities which promote social communication (the core of the student's program) are described. Examples of achievement by infants, toddlers, preschool and school-aged children are cited to emphasize the author's contention that all children can learn. Parent teacher relationships and home environments are said to be crucial factors in a successful program. Assessment and intervention in such areas as social communication through movement, self concept, and motor and perceptual development are considered. Suggested are materials for class activities, including art, music, and woodworking. Sample preschool, primary, and intermediate schedules are given along with examples of progress reports and end of year conference summaries. A final section contains a checklist for evaluating the quality of school programs. (CL)

ABSTRACT 321

EC 08 0321 ED N. A.
Publ. Date Nov 75 4p.
Stephens, Wyatt E.
Ludy, Isa E.
Action-Concept Learning in Retarded Children Using Photographic Slides, Motion Picture Sequences, and Live Demonstrations.
American Journal of Mental Deficiency; V80 N3 P277-280 Nov 1975

Descriptors: Mentally Handicapped*; Concept Formation*; Teaching Methods*; Audiovisual Aids*; Exceptional Child Research; Educable Mentally Handicapped; Trainable Mentally Handicapped; Films;

Investigated was the relative effectiveness of photographic slides, motion picture sequences, and live demonstrations in teaching action concepts to 30 moderately and mildly retarded students (3 to 6 years old). Results indicated that every S demonstrated a higher score on the posttest than on the pretest in all three instructional conditions, and that motion picture instruction was the most effective technique. (CL)

ABSTRACT 318

EC 08 0318 ED N. A.
Publ. Date Nov 75 11p.
Knapczyk, Dennis R.
Yoppi, Judith O.
Development of Cooperative and Competitive Play Responses in Developmentally Disabled Children.
American Journal of Mental Deficiency; V80 N3 P245-255 Nov 1975

Descriptors: Educable Mentally Handicapped*; Play*; Social Development*; Operant Conditioning*; Exceptional Child Research; Mentally Handicapped; Childhood; Behavior Change;

Investigated was a behavior management procedure for training cooperative and competitive social play in five educable retarded children (8 to 10 years old) who had marked behavior and communication disorders. After a token-praise-feedback procedure was implemented, cooperative and competitive play increased from their baseline levels. Reinstating the token-feedback procedure after reversal resulted in high levels of competitive play with no change in cooperative play. (Author/CL)

ABSTRACT 313

EC 08 0313 ED N. A.
Publ. Date Win 76 4p.
Aiello, Barbara.
The Tool Chest.
Teaching Exceptional Children; V8 N2 P72-75 Win 1976

Descriptors: Handicapped Children*; Metric System*; Class Activities*; Measurement*; Exceptional Child Education; Educable Mentally Handicapped; Learning Disabilities; Emotionally Disturbed; Elementary Education; Teaching Methods;

Described are techniques and activities for introducing the concept of and teaching the use of the metric system to upper elementary learning disabled, educable mentally retarded, or emotionally disturbed students. (CL)

ABSTRACT 311

EC 08 0311 ED N. A.
Publ. Date Win 76 8p.
Sengstock, Wayne L.
Wyatt, Kenneth E.
Meters, Liters, and Grams. The Metric System and Its Implications for Curriculum for Exceptional Children.
Teaching Exceptional Children; V8 N2 P58-65 Win 1976

Descriptors: Educable Mentally Handicapped*; Teaching Methods*; Mathematics*; Metric System*; Measurement*; Exceptional Child Education; Mentally Handicapped; Number Concepts; Educational Trends; Curriculum;

Implications for teaching the metric system to educable retarded students are discussed. Suggestions are given for teaching the basic mathematics concepts of money, time, linear measure, liquid measure, weight, temperature, and form. The need for a uniform curriculum is emphasized. (CL)

ABSTRACT 219

EC 08 0219 ED 113 887
Publ. Date Feb 75 98p.
Hesse, Kathy.
And Others.
The Comprehension and Production of Interrogatives in the Language of Normal and Retarded Children: A Review and Analysis.
University of Minnesota, Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children. Occasional Paper No. 32.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
EDRS mf;hc

Descriptors: Mentally Handicapped*; Language Development*; Questioning Techniques*; Research Reviews (Publications)*; Language Research*; Exceptional Child Research; Models; Language Patterns; Conceptual Schemes; Learning Characteristics;

Summarized in terms of competence and performance models is the development of questioning behavior in the language repertoire of retarded children. The role of questions, particularly "Wh" questions, is reviewed in adult language (semantics and pragmatics) and children's language (receptive and expressive abilities). Discussed is research dealing with the effects of questions on learning and early language development (including parent-infant interaction analyses). Studies of children's interrogative production in English and other languages are considered along with research on children's comprehension of interrogatives. Results of studies with retarded children are explained to indicate similar but delayed development when compared to normal acquisition. Suggested are implications for language intervention, including the use of appropriate types and levels of questions to promote recall or language stimulation. (CL)

ABSTRACT 184

EC 08 0184 ED N. A.
Publ. Date Nov 75 6p.
Brody, Donna M.
And Others.
The Use of Visual Feedback in Establishing Normal Vocal Intensity in Two Mildly Retarded Adults.
Journal of Speech and Hearing Disorders; V40 N4 P502-507 Nov 1975

Descriptors: Educable Mentally Handicapped*; Voice Disorders*; Speech Therapy*; Feedback*; Exceptional Child Research; Multiply Handicapped; Speech Handicapped; Visual Stimuli; Behavior Change;

A voice-activated relay was used to provide visual feedback of vocal amplitude for two mildly retarded males (27 and 49

years old) who habitually used very soft voices. The relay system caused a light to go on when vocal intensity was 65 decibels or greater. Both subjects demonstrated significant increases in their use of normal vocal intensity. One subject was able to transfer this progress to spontaneous conversational settings. Though some difficulties in generalization and automatization were evident, this system is recommended for use with persons exhibiting functional intensity deficiencies. (Author)

ABSTRACT 83

EC 08 0083 ED 112 618
Publ. Date 75 15p.
Allen, Jerry C.
Overview of the Georgia Reading Research Program: Special Reading Instructional Procedures for Mentally Retarded and Learning Disabled Children.
University of Georgia, Athens.
National Institute of Education (DHEW), Washington, D. C.
EDRS mf;hc
Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

Descriptors: Learning Disabilities*; Teaching Methods*; Educational Objectives*; Reading Skills*; Exceptional Child Education; Mentally Handicapped; Reading; Task Analysis; Learning Characteristics; Reading Comprehension;

Reported is the development of instructional procedures to teach learning disabled and mentally handicapped children reading skills, based on their particular verbal learning and language characteristics. Focused on is the development of prototypes of teaching procedures based on cross-connecting the learning, language, and reading domains. Detailed are the following steps of prototype development: specifying a behaviorally stated instructional objective for the reading skill, identifying the aspect of learning or language involved in the instructional objective, identifying the independent variables which influence that aspect of learning or language, and expressing variants of the independent variables as teaching procedures. It is explained that prototypes have been developed for teaching the following 13 reading skills: identifying main ideas and supporting ideas; identifying word meanings from context; learning word meanings: synonyms; learning word meanings: homonyms; learning word meanings: concepts; learning sight vocabulary; learning word meanings: compounds; learning word meanings: affixes; recalling and comprehending sentences; learning through sentences; learning through connected discourse; directions; and identifying main ideas and supporting ideas in connected discourse. (Author/DB)

ABSTRACT 57

EC 08 0057 ED N. A.
Publ. Date Oct 75 4p.
Garber, Norman B.
David, Leigh E.
Semantic Considerations in the Treatment of Echolalia.
Mental Retardation; V13 N5 P8-11 Oct 1975

Descriptors: Mentally Handicapped*; Echolalia*; Programed Instruction*; Exceptional Child Research; Early Childhood Education; Language Instruction;

Two mentally retarded preschool children, both of whom echoed all forms of yes-no questions, were subjected to different treatment procedures varied according to the semantic function of the antecedent verbal stimulus. Programed procedures were implemented to teach the semantic categories of confirmation-denial and acceptance-rejection. The results were compatible with current knowledge in normal speech acquisition and suggested a developmental- behavioral approach to the abatement of echoic behavior. (Author)

ABSTRACT 16

EC 08 0016 ED N. A.
Publ. Date Sep/Oct75 5p.
Kravik, Patricia J.
Adopting a Retarded Child: One Family's Experience.
Children Today; V4 N5 P17-21 Sep/Oct 75

Descriptors: Exceptional Child Education; Mentally Handicapped*; Infancy; Adoption*; Teaching Methods*; Daily Living Skills*; Family Role*; Interpersonal Relationship; Social Services;

Identifier: Personal Experiences*;

Related are a family's experiences with Michael, an adopted, 2 1/2-year-old mentally retarded child. Michael's life prior to adoption is described as including involvement with a humanitarian social services agency. Techniques used to train Michael in living skills (such as chewing and walking) are discussed; and his progress is traced. The siblings' increased understanding of individual limitations is noted as one of the benefits of having a handicapped child in a large family. (SB)